**Oakland University Assessment Committee**

**Assessment Plan**

**Step 1: Basic Information**

Program Name: Human Resources Management

School or College your program resides in: School of Business Administration

Program Level (check all that apply):

Undergrad X

Date Report Submitted:

Current Assessment Contact Representative (& E-mail): Lizabeth A. Barclay ([barclay@oakland.edu](mailto:barclay@oakland.edu))

Current Department or Program Chair (& E-mail): Karen S. Markel ([markel@oakland.edu](mailto:markel@oakland.edu)) (Markel on Sabbatical F15, Cynthia Miree-Coppin Interim Chair, [miree@oakland.edu](mailto:mire@oakland.edu))

Current Dean (& E-mail): Michael Mazzeo ([mazzeo@oakland.edu](mailto:mazzeo@oakland.edu))

**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)). Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

We are following Option B (we do participate in SBA AACSB Accreditation, however, that review doesn’t examine our degree in depth)

**Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures**

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website: XXXX.]

* In column 1, record what aspects of the OU Mission your program addresses.
* In column 2, record your program goals as they relate to the OU Mission.
* In column 3, record your program’s planned student learning outcomes related to each program goal.
* In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
* Add rows to the table as necessary.

**Using indents below for each column:**

* Oakland University Mission (dated March 2015): Goal 1 “Foster student success through a robust teaching and learning environment and comprehensive student services”.
  + HRM program goals that relate: Develop an intensive understanding of the concepts and techniques needed to acquire, develop and use an organization’s human resources specifically focusing on the knowledge and skill categories of the Society for Human Resource Management.
    - Students should be able to provide feedback on curriculum in terms of student skill development.
      * Qualitative theme analysis of Focus Group.
    - Students should be able to apply course concepts to internship organizations.
      * Qualitative analysis of selected written “exit” interview questions after completion of internship
    - Students should be able to pass the SHRM Assurance of Learning Exam
      * Test scores from SHRM Assurance of Learning Exam if that option selected (direct measure).
    - Students should be able to conduct a job analysis (basis of much of HR).
      * Scored analysis of exercise (direct measure).
* Oakland University Mission (March 2015): Goal 3 “Become a leader in serving the needs and aspirations of our communities through expanded community relationships, institutional reputation and visibility, and engagement.”
  + Remain in conformity with SHRM curricular guidelines.
    - Submit major requirements to national SHRM for review.

See Appendix for Explanation of Measures and Scoring

**Step 4: Participation in Assessment Process\***

|  |  |
| --- | --- |
| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| The full time HRM faculty (Professors York, Markel, Dimitrova, Demsky and Barclay) as well as Professor Kang from Entrepreneurship. In addition, Professor Schwartz who is entering retirement has volunteered to provide comments for the 2015 cycle. | Barclay, Coordinator, Draft documents, conduct Focus Groups  York, Analyze data, review drafts  Markel, Review drafts, coordinate with national SHRM  Dimatrova, Kang and Demsky help review/analyze data and plan |

**\***Since our last plan, we have had some turnover in the area. Professors Dimitrova, Kang and Demsky are new junior faculty members. We are viewing this review cycle as an orientation to assessment for them.

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

1. How will you analyze your assessment data? We use both direct and indirect measures. The Job Analysis component requires faculty to score student responses. This is a direct measure of knowledge. The scores are analyzed statistically. In addition, we do have a Learning Assurance option for the Human Resource Management Experience (HRME). This is a test given by the National Society for Human Resource Management. However, few students use this option (there are no test scores for this cycle, all majors have elected to do an internship). We use indirect measures for focus groups and the HRME exit questions for our internship option in HRME. By analyzing the qualitative information, we can identify themes that can be used to improve our program. In addition, we submit our program requirements to SHRM to see if our degree conforms to their requirements for an HR degree to make sure that our courses align with the needs of the profession.
2. How will you use results to improve your program? After we complete our assessment activities, the faculty discuss (via email and meetings) what possible changes should occur based on the data. For example, if we don’t believe the scores for the job analysis exercise are high enough, we discuss how to change delivery of this material in our classes and perhaps build more practice in the advanced courses. The information from the focus group can lead to better clarification of the HRME document as well as additional discussions with Career Services. The analysis of the exit questions, allows us to modify projects in our classes to improve critical thinking skills. All of our full time faculty receive the report. We also submit our report to HR professionals in the area for their feedback. We decided to modify some of the language in this report based on feedback from the professionals on our last report. For example, we edited our material to make sure that current HR terminology is used throughout the report to better link to the profession. This attention to language use also transfers to the classroom.

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).

Appendix 1

Assessment Measures Human Resources Management (BS BA HRM)

School of Business Administration

Focus Group A focus group is a planned discussion about a specific issue/topic. Focus groups allow for a richer set of data beyond a survey. Notes are taken on the discussion by a moderator. The discussion is then content analyzed into themes. The themes evolve as the comments are read. There are no present predetermined themes; they depend on the issue. The themes are then used by the HRM group as a point of discussion and possible action. The focus group is used to assess student feelings about a topic (such as the HRME, course offerings). This allows us to better communicate with students in the future and plan offerings for the degree.

Analysis of Exit All HRM students must complete the HRME (Human Resource Management Experience). One of the

Interview Question options is an internship. On completion of 280 hours of internship, the student completes a set of exit

questions. After discussion (and needing to focus), we decided the following question: What are some of the major HR problems that remain to be confronted and solved [at your internship organization]? This would work well for assessment as it is related to Bloom’s Taxonomy. Individual student responses were read and classified as either (htt[p://ww2.odu.edu/educ/roverbau/Bloom/blooms\_taxonomy.htm](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)):

* Remembering, Understanding, Applying (lower forms of the taxonomy)
* Analyzing (mid-level of the taxonomy)
* Evaluating or Creating (highest level of taxonomy, represents critical thinking)

SHRM Assurance The SHRM Assurance of Learning test is the other HRME option. This option is provided to HRM

Exam students who are working full time and cannot quit a job to fulfill the internship option. Few students take the exam and we do not have sufficient data to make changes based on this measure at this time. Because this is an option, we include it in this list.

Alignment of We submit a course content check list to national SHRM every other year. The items on the check list

Curriculum with SHRM provide an overview of what needs to be in an HRM degree. All full time faculty review their courses and provide input. The check list is below:

**SHRM – 2014 - Curriculum Analysis**

**University:**

**Degree Program:**

Include information (e.g., course name and number) for each of the required core content areas taught in the degree program:

|  |  |  |  |
| --- | --- | --- | --- |
| **Required Content Area** | **Covered in a Required Course** | **Covered in an Elective Course** | **Notes** |
| Change Management (Graduate ONLY) |  |  |  |
| Employee and labor relations |  |  |  |
| Employment law |  |  |  |
| Ethics |  |  |  |
| Globalization (Graduate ONLY) |  |  |  |
| HR’s role in organizations |  |  |  |
| Internal consulting (Graduate ONLY) |  |  |  |
| Job analysis and job design |  |  |  |
| Managing a diverse workforce |  |  |  |
| Organizational development (Graduate ONLY) |  |  |  |
| Outcomes: Metrics and measurement of HR |  |  |  |
| Performance management |  |  |  |
| Staffing: recruitment and selection (including organizational entry and socialization) |  |  |  |
| Strategic HR |  |  |  |
| Total rewards (compensation and benefits) |  |  |  |
| Training and development |  |  |  |
| Workforce planning and talent management |  |  |  |
| **Secondary content areas (not required to align)** | **Covered in a Required Course** | **Covered in an Elective Course** | **Notes** |
| Downsizing/rightsizing |  |  |  |
| HR career planning |  |  |  |
| Human resource information system (HRIS) |  |  |  |
| Mergers and acquisitions |  |  |  |
| Outsourcing |  |  |  |
| Sustainability/corporate social responsibility |  |  |  |
| Workplace health, safety and security |  |  |  |

Job Analysis Students watch a video on a job and take notes. They must then construct a job description and a job

specification. A scoring rubric has been developed (see below). Faculty score the individual sheets. This was one of the Assessment Center measures in our previous plan. Because of continuing space issues and an increasing number of students, we select this exercise as an ongoing measure because it could be administered within a class by one person and scored by other faculty. The scoring rubric is below:

Job Analysis Exercise

Once the candidates have completed the exercise, you will be provided with the completed forms to assess.

How to Score the Exercise (score each person’s form)

Candidates should write a job description (tasks of the job), and a job specification (the knowledge, skills, and abilities for the job). The job description should have separate lists of Essential Job Duties and Other Duties, to be in compliance with the Americans with Disabilities Act. Check all of the items where a candidate has met the requirement.

1. Overall (3 possible checks)
   1. Job description and job specification are clearly separated (tasks in j.d. and KSAs in j.s.)
   2. Identifies tasks/skills indicated in the tape
   3. Identifies conditions of work (outdoors, variable hours, variable schedules)
2. Job Description (6 possible checks)
   1. J.D. includes at least 3 of the keyed job tasks (see below)
   2. J.D. lists essential job duties (ADA compliant)
   3. Task statements use functional job analysis format (verb+object+purpose)
   4. Task statements do not contain “ability to…” statements
   5. Task statements are clear and unambiguous
   6. Task statements do not include tasks that are NOT part of the job.
3. Job Specification (3 possible checks)
   1. J.S. lists at least two of the keyed job KSA (see below)
   2. J.S. lists at least one knowledge required for the job
   3. J.S. lists at least one skill or ability required for the job